Based on the concepts/ideas from Chapters 1 and 2 in the *Doing History* textbook discuss how your thematic unit will realize the following as discussed in these chapters:

Monica Chapa- Wk 2 Thematic Unit Rationale

* Interpretive

Students will listen, see, and hear various primary and secondary sources to analyze and be a part of the story of Mesopotamia

* Emphasis on narratives

Will follow a chronological story of Mesopotamia. Investigate and answer: who settled there and why. How new developments connected to creations of city states, education and technological progress

* Not just about Politics

Focus on more than government and military importance of establishing Mesopotamia but focus on agriculture, education, architecture, and religion. Go over social classes

* Purposeful

Study the past and the impacts of the time on people, places, and governing bodies and determine how the future was impacted by each other. Try to connect to events in students’ present history, ex city-states-empires to colonies- nation

* In-Depth Learning

Hands on learning, research, application, questioning discussing, interpreting, and explaining. These things will be done both independently and working in peer groups, and with teacher. Disciplined Inquiry Based on the concepts/ideas from Chapters 1 and 2 in the *Doing History* textbook discuss how your thematic unit will realize the following as discussed in these chapters:

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* In-Depth Learning

I plan to have my students create/design a museum exhibit and a pop-up-book and present their finding to class and teacher

* Disciplined Inquiry

Hands on learning, research, application, questioning discussing, interpreting, and explaining. These things will be done both independently and working in peer groups, and with teacher. I plan to have my students create/design a museum exhibit and a pop-up-book.

* Teacher Scaffolding

Establish back ground by using KWL and predictions to begin scaffolding

Question and encourage discussion and review using graphic organizers

* Constructive Assessment

Written Self-reflection, summative product-pop-up-book and exhibit museum following a rubric. Use oral presentations

Chapter 3 also describes the development and implementation of a variety of formative assessments to include performance assessments and how these could be used in any thematic unit.

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